



Teaching, Learning, Curriculum and Assessment Policy(TLCA)

Updated: Summer 2017 by: E Facey

Next Review: Summer 2018.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice, and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self worth, and the necessary qualities to become a full and valuable member of society.
- Encourage the full potential of every child.

Introduction

This policy will outline the procedures and techniques that we use to encompass teaching, learning, curriculum and assessment at Hanley St Luke's.

Our Teaching, Learning, Curriculum and Assessment policy is at the heart of all we do at Hanley St Luke's Primary School. It sets out clear expectations, provides a standard approach, is monitored carefully by SLT and subject leaders and ensures equal opportunity for all our children.

The National Curriculum is covered for all subjects- core and foundation, to include a creative, broad and balanced curriculum for all.

At Hanley St Luke's our teaching, learning, curriculum and assessment procedures are constantly evolving, responding to our own self evaluation, current research and government recommendation.

This policy has therefore been developed in line with the recommendations of the 'Final Report of the Commission on Assessment without levels' (September 2015) and the 'Purposes and Principles of Assessment without levels'.

At Hanley St Luke's learning is defined as: The process of acquiring essential knowledge, skills, understanding and behaviours required for deep understanding and mastery of skills and content.

Provision is carefully designed to advance understanding gradually throughout a key stage. Lessons are not an event in themselves. They are part of the process of learning and therefore we do not expect children to complete learning within a lesson. Many lessons will carry on over several days, weeks or even over a whole year until a pupil is demonstrating the required degree of understanding.

Some aspects of the curriculum will be specifically taught whilst continuous provision will be used for other aspects, for instance 'time'. Sometimes continuous provision will be used to introduce concepts or

skills, other times it is used to deepen them or secure retention of them. Effective provision and quality first teaching helps pupils, over time, to make progress.

Progress is defined as the widening and deepening of essential knowledge, skills, understanding and behaviour. This means that pupils will use the same content over and over again, each time in a richer and more challenging context, thus deepening their understanding.

We do not rush to introduce new content as it is so important that pupils are provided with challenging opportunities, and have sophisticated problems that challenge them in a wide variety of different situations first. The time scale for progress is across a year or key stage, not in every lesson.

Pupils are assessed according to curriculum standards for each year group. It is required that the vast majority of children will have the expected understanding/ mastery of the curriculum, and some will have a deep understanding.

Teaching and Learning

Our school provides a stimulating, secure and happy environment, where everyone aspires to excellence and our children can achieve their full personal potential in all they do.

Hanley St Luke's is known as a place where children and teachers enjoy working together enthusiastically to achieve high standards in every area of life. The warmth of our welcome and quality of care is matched by excellent academic, creative, sporting and social achievement.

Our children are eager to learn and proud of their school and their own success. They are caring towards others; aware of their responsibilities; encouraged to make considered choices to promote their own and the community's well-being.

Our staff are dedicated to developing both personally and professionally, working towards the aims and vision of the school. Staff provide challenging and stimulating learning opportunities, working together to ensure the children achieve their very best.

Our Governors are committed to the continuing development of the school. They are supportive, challenging and understanding.

Our parents are a vital and valued part of school life. We encourage them to work in partnership with the school to promote and support their children's learning and development. Our home-school agreement supports the aims, work and endeavours of the school, to which parents are expected to subscribe.

There is no single method for improving teaching and learning. Teachers are encouraged to work with autonomy, individuality and personality.

However, this policy outlines some of the elements which are key to raising standards in teaching and learning:

Praise - Children learn quickly in a positive climate.

Pace - Good pace is essential to the lesson.

Purpose - Every part of the lesson has a specific purpose to move learning on.

Passion - It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - Children use a mix of talk partners, independent and collaborative working to enhance their learning. Equal opportunities mean that all are encouraged to take part.

Perseverance- We encourage children to never give up, and always try their best. It is one of our school rules.

Teaching at Hanley St Luke's:

- Is enthusiastic, fun and engages the learner.
- Makes reference to previous and future learning.
- Is built upon a small steps progression ethos within lessons.
- Has a mix of whole class, group and individual tasks.
- Shares objectives and success criteria with children where appropriate.
- Encourages children to talk about their ideas with partners.
- Uses time effectively/ has 'pace'
- Uses differentiated questions (open and closed) to support, develop and challenge thinking. (Bloom's Taxonomy)
- Uses questions to instil pace but also to give children time to reflect where appropriate.
- Achieves a balance between reinforcement and practise and new challenge to develop learning
- Makes good use of teacher modelling.
- Promotes positive interaction between teacher / pupil and pupil / peers.
- Uses continuous provision to consolidate and deepen understanding.
- Makes use of intervention so that all learners keep up.
- Takes account of current legislation and the School Mission Statement.

Where there is good learning taking place, children are:

- Enjoying and achieving.
- Talking about their work and progress.
- Enthusiastic, interested, motivated, engaged, inspired.
- Concentrating and have a good attitude to learning.
- Looking, listening, alert, and attentive.
- Happy, confident, secure, safe.
- Asking and answering questions.
- Encouraged to use a range of thinking skills and solve problems creatively.
- Working in a mixture of whole class, groups, pairs or independently.
- Appropriately challenged or supported.
- Reviewing and building upon previous knowledge and skills.
- Respectful and considerate.
- Challenged through appropriate target setting, responding to these targets and moving their learning on.
- Accessing intervention and enrichment opportunities suited to their learning needs.
- Self evaluating -Able to reflect on their learning by responding to peer and teacher feedback, both verbal and written
- Able to think creatively using their preferred learning styles.
- Aware of learning challenges and success criteria.
- Supported by parents as set out in the Home School Agreement.

Delivery

In response to NC 2014, all children are expected to work at broadly the same pace, with the aim of a mastery curriculum.

By this we mean that we strive for all children to be fluent and confident within their age or stage related expectations. There is a strong focus on the competence of basic skills, problem solving, explaining reasoning and ideas in all areas of the curriculum.

Each year group has constructed a weekly timetable where maths and English are taught in shorter sessions to allow for same day interventions and mastery learning. Theme and topic days/weeks may also be taught as the curriculum directs.

In maths we have a strong focus on the concrete-pictorial- abstract to help embed concepts and understanding. Teachers make reference to variation theory, beginning new lessons with a concept or hook. This is sometimes enhanced through problem solving strategies, in maths in particular, such as 'What it is/ What it is not' reasoning discussions to deepen the learning.

Children who are assessed as struggling in the lesson will receive further direct teaching and same day interventions and fast graspers will move on to extension and enhancement activities. Some may need support to enable learning; others may need challenge and depth activities to enrich their learning experiences.

Interventions and enrichment/ extension tasks are utilised to support or challenge children as is required.

Children should not be expected to do too many rote activities before being moved on the deeper tasks. However, fluency is important and sometimes children may be asked to consolidate a particular area of the curriculum. Careful assessment is needed by adults in class to ensure that attainment is monitored and adapted to as required in a learning sequence.

The majority of children will access the same learning during a lesson. They may self differentiate according to their confidence, or use on hand manipulatives/ prompts or resources to help them.

Lessons may be differentiated at the teacher's discretion to enable all pupils to access learning and to enable all learners to be challenged appropriately. This may be through the use of questioning, manipulatives/ resources, adult or peer support to allow all children to succeed. A multi sensory approach to learning is encouraged to cater for all pupils' needs and learning preferences.

The specific needs of children with Pupil Passports and those who are on the register as more able and talented are taken into account in every lesson. TAs and other support staff are deployed to best effect, including small group teaching or interventions where needed.

Engagement

All pupils are encouraged to be actively engaged in learning and work co-operatively.

- Teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons and assemblies.
- Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Mini quizzes and questioning is used effectively.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.

- ICT is used
- Children explain their ideas clearly and in full sentences.

Questioning.

We develop children's understanding by carefully planned questioning, allowing depth through the use of Bloom's taxonomy. Some of these strategies include:

- The children's questions may be displayed on working walls or in the classroom.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you.'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Learning is enhanced through the effective use of a plenary and mini plenaries.
- Regular review of what has been learned.
- Regular reflection on how it has been learned.
- Encouragement to explain their reasoning and describe strategies.
- Reviewing learning is a key to memory and not confined to the end of the lesson.
- Teachers review throughout the entire lesson and regularly refer students back to the learning challenges and success criteria of the lesson, reinforcing prior learning.
- Encourage pupils to reflect on what they have learned and what has helped them to learn.
- Use prompts like: • What did you do today that you found most helpful when you were learning? • What did you do today that you found less helpful? • If you had to do the task again, how would you do it? • If you had to give one piece of advice to someone tackling the same task, what would it be?

Classroom Environments

Learning is enhanced for all children through stimulating classroom and school environments and outstanding behaviour for learning. Throughout the whole school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

Features of a good learning environment at Hanley St Luke's:-

- They are tidy, well cared for and clean.
- Stimulating, inviting, comfortable, friendly, safe and happy.
- Calm, welcoming and supportive.
- High expectations for standards of behaviour through use of our Behaviour policy.
- Classroom rules and reward systems displayed.
- Ensures learning is accessible for all, irrespective of gender, race or ability.
- Well organised and resourced for the children to be independent learners.
- Have clear routines and defined areas with labelled resources.
- Children's work valued and displayed prominently.
- Interactive working displays, which are relevant, display children's learning and support new learning.
- Celebrates achievement and effort.
- Encourages creativity.
- Access to drinking water.
- Vocabulary and writing rich.
- Cross curricular links where possible.
- Consistency across the whole school.

Curriculum Including Planning

Creativity is a process involving the use of knowledge, information and skills from a variety of sources including the imagination. These all come together to produce an integrated whole. We aim to develop the whole child through a creative and broad curriculum, and recognise the arts and sports as high importance, in addition to academic subjects.

At Hanley St Luke's, The National Curriculum 2014, The White Rose Maths Hub and The Chris Quigley Essentials Curriculum are used as a starting point to build our specific curriculum planning upon.

Theme days, visitors and trips are planned for in all classes, to encourage enthusiasm and enjoyment. A "WOW" event should be a meaningful experience that encourages motivation, deep involvement, enjoyment, satisfaction, excitement, exploration and learning.

In KS1 and KS2 Long term curriculum overviews set out the key areas of learning for each year group. This learning is described in more detail in the medium term plans, or half term overviews. Teachers then use these to form short term, or weekly/ daily lesson plans in accordance with ongoing assessment and the needs of the children. All teaching staff are entitled to 10% of their teaching time for PPA.

The long and medium term plans are available on the school website. Teachers plan collaboratively in year group teams, taking the needs and interests of each cohort of children into account. They are free to plan in the way that best suits the needs of them as professionals, and their children as learners.

To develop a creative, cross curricular approach, links are made where relevant across the curriculum. Every year group has a range of topics every year to ignite the interest and curiosity of the learners. English and Mathematics skills are a strong feature in all subjects, the daily life of the school and continuous provision.

There is a curriculum policy for each core and foundation subject. These are updated as necessary by subject leaders and are followed to provide the best possible learning across every subject.

Specific policies, long term and medium term planning is shared with parents via the school website.

Assessment Including Marking and Feedback

At Hanley St Luke's, we know that effective assessment is vital in ensuring a high standard of education for all pupils, and to encourage the full potential of every child.

Ongoing assessment informs the teacher's planning of curriculum, lessons and learning activities, and maximises learning. Same day interventions, and specific afternoon interventions are used to plug gaps in children's learning to encourage all children working at broadly the same pace.

Assessment provides essential information to all, so that teaching and learning can be tailored to the needs of all learners, allowing the maximum possible progress to be made.

The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively. Highly effective assessment provides insight into the quality of teaching and learning.

The National curriculum is just one element in the education of every child. At Hanley St Luke's we strive to encourage 'the whole child' and deliver curriculum beyond National Curriculum specifications.

At Hanley St Luke's, we use three broad overarching forms of assessment: 'Day to day/ ongoing Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.
Day-to-Day in-school formative assessment.

Children are judged at their development within specific age related expectations.

'Day to Day Ongoing Formative Assessment'

This is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to be challenged to deepen their understanding.

In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.

It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

In school examples may include:

- Observations
- Asking open ended questions (Bloom's Taxonomy)
- Marking of pupil's work
- Regular short recap quizzes
- Scanning work for attainment and development
- Discussions with children/ assessing through talk
- Pupil self assessment
- Peer marking and assessment
- Sharing success criteria and assessing against it

Through 'Day-to Day In-School Formative Assessment', we will:

- Support children in measuring their knowledge and understanding of their learning and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child will be appropriately supported or challenged to make progress and meet expectations

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at

the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

- Adults will keep appropriate records of Day-to- Day assessments, as and when necessary, in order to support and evidence summative assessment judgements using the PiRA/ PUMA/Rising Stars/ White Rose assessments (Y1-5).
- Standardised scores are collected for maths and English. A record of expected children, greater depth and concern are kept for foundation subjects.

National Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

Teachers will have a clear understanding of national expectations and evaluate their assessments against the broader national context to inform their teaching strategies. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R (under review)
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. Pupil passports will be written and assessed against for all pupils requiring SEN support.

Marking

At Hanley St Luke's we know that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

Our approach to marking is directly informed by the documents: 'Eliminating Unnecessary Workload around Marking', Report of the Independent Teacher Workload Review Group (March 2016), the NCETM'S Marking and Evidence Guidance for Primary Mathematics Teaching (April 2016) and our own experience of effective practice.

Effective marking is an essential part of the educational process. Marking children's work ensures that monitoring takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets and next steps. It provides clear opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.

At Hanley St Luke's, marking aims to be meaningful, manageable and motivating.

In practice, this means that no one-size fits all for different subjects, age groups or individual tasks within them. Teachers use their professional judgement about when a piece of work needs a written comment and the type of comment /comments that are necessary to achieve positive outcomes for pupils. Children use pink and green to self and peer assess, and for comparative judgement. Teachers may wish to use these colours too, or their own preferences. Children in KS2 use purple to respond to teachers' marking.

The focus of marking is on the quality of the feedback, and not the quantity.

Meaningful: marking varies by age group, subject, ability and what works best for pupil and teacher in relation to learning. Teachers are trusted to adjust their approach as necessary and incorporate outcomes in to subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback to its best effect. Time effectiveness and cost are considered carefully in relation to the overall workload of teachers.

Motivating: marking helps to motivate pupils to progress. This does not mean always writing in depth comments or being universally positive. Often, short, challenging comments or oral feedback are more effective. Stickers and stamps may be used to indicate praise for effort and progress, or to indicate where a lot of adult support has been given.

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design.

They require: well-structured classroom activities (involving conceptual and procedural variation and intelligent practice); regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding; interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working efficiently.

Much feedback to pupils is verbal and an integral part of our teaching style at Hanley St Luke's. Staff plan in specific time to speak to children about their work, address misconceptions and feedback about the learning that has taken place. There are daily regular interactions that occur throughout lessons.

There is no expectation that staff record evidence of verbal comments unless they feel there is merit in this for their own record keeping.

Staff ensure that pupils receive praise for work completed well and equally are encouraged to address areas for development, appropriate to the individual child and the associated task.

Next steps may be written in children's books for immediate response, or the next steps will be built upon in the next lesson, or sequence of lessons.

Recording and Reporting Assessment Outcomes

Assessment data and information are collected only when necessary and appropriate, to support the educational outcomes for pupils. It is reported in a way that is clear and of use to the intended audience.

Teachers keep their own assessments in record books or digitally, and data is collected and analysed using Excel and DCPro. Information is shared with parents and governors as required.

Termly Parent consultations take place with parents which are led by the children. SEND consultations also take place on a termly basis to discuss learning needs.

End of year written reports are sent out to inform parents if their child has met age related expectations, and these also include important information about effort, behaviour, behaviour for learning and attendance.

Monitoring and Review

The Head Teacher is responsible for the implementation of this policy with the full support of the senior leadership team and subject leads. They are responsible for ensuring that curriculum and assessment frameworks remain aligned and effective, with consideration to the following criteria:

- The impact on teaching and learning is positive and clearly visible.
- The impact on teacher and pupil workload is appropriate.
- Assessment procedures are valid and effective.
- Assessments are consistent and reliable.
- Cost implications, providing good value for money.
- Sharing best practice.
- Endeavour to keep up to date with latest developments and research.
- Consistent review of data management systems and school policies.

The Head teacher or member of the Senior Leadership team holds pupil progress meetings with staff regularly to review the assessment data for English and Maths. Individual pupil progress is a whole school issue and is instrumental in raising standards.

The Head teacher and Senior Leadership team analyses the attainment and progress all key groups within school through regular book trawls, data analysis and learning walks. Strengths and areas of weaknesses are identified and shared with staff with targets and areas to be actioned.

All staff are responsible to upholding the standards set out in this policy, to ensure maximum possible progress is made for all learners.

This policy will be kept under review during the current period of assessment change nationally.

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